



## North Charleston Elementary

4921 Durant Avenue  
North Charleston, SC

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	549 Students	
<b>Principal</b>	LaTisha Vaughn-Brandon	843-745-7107
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	Mr. Hillery Douglas	843-767-0740

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>At-Risk</b>	<b>At-Risk</b>
2007	At-Risk	At-Risk
2006	At-Risk	At-Risk
2005	Below Average	At-Risk
2004	Below Average	At-Risk

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

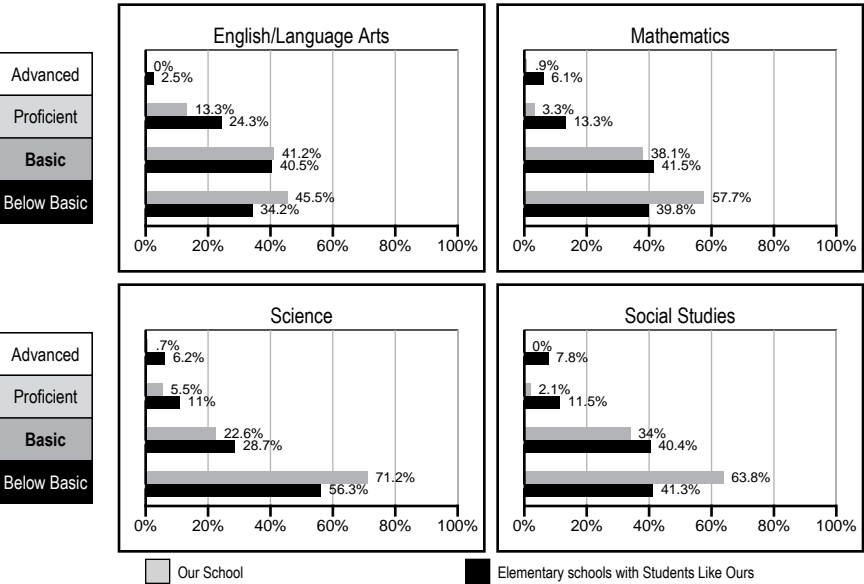
Percent of students tested in 2007-08 whose 2006-07 test scores were located 93.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	4	4	42	60

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=549)</b>				
First graders who attended full-day kindergarten	83.3%	Down from 100.0%	100.0%	100.0%
Retention rate	2.6%	Down from 3.5%	3.1%	2.3%
Attendance rate	94.8%	No Change	96.0%	96.3%
Eligible for gifted and talented	1.0%	Down from 2.8%	2.7%	10.4%
With disabilities other than speech	6.4%	Up from 5.8%	7.6%	7.5%
Older than usual for grade	1.2%	Up from 0.7%	1.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	3.1%	Up from 1.3%	0.0%	0.0%
<b>Teachers (n=44)</b>				
Teachers with advanced degrees	38.6%	Up from 30.2%	53.3%	56.7%
Continuing contract teachers	50.0%	Down from 58.1%	66.7%	77.3%
Teachers with emergency or provisional certificates	8.0%	Up from 3.6%	0.0%	0.0%
Teachers returning from previous year	66.8%	Down from 69.2%	82.6%	86.4%
Teacher attendance rate	95.1%	Down from 95.3%	94.8%	94.9%
Average teacher salary	\$40,343	Up 8.5%	\$43,557	\$45,345
Professional development days/teacher	8.6 days	Down from 11.9 days	13.4 days	12.6 days
<b>School</b>				
Principal's years at school	1.0	Down from 3.0	3.0	4.0
Student-teacher ratio in core subjects	17.8 to 1	Up from 16.8 to 1	16.3 to 1	18.5 to 1
Prime instructional time	89.1%	Up from 87.9%	89.2%	89.8%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil*	\$7,063	Down 3.7%	\$8,217	\$7,052
Percent of expenditures for instruction*	70.7%	Down from 72.8%	68.4%	69.1%
Percent of expenditures for teacher salaries*	61.6%	Down from 66.6%	60.5%	64.2%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

North Charleston Elementary school is located in the residential section of the city's historic district. Our school is a state-of-the-art, LEED (Leadership in Energy and Environmental Design), Silver-certified facility that replaced the original building constructed in 1922. This "one-of-a-kind in South Carolina" elementary school serves as a community learning hub and gathering place for the children and residents of North Charleston. The school strives to create a healthy teaching and learning environment by emphasizing current brain research about learning, teaching practices based on current brain research, and the importance of building learning communities and making connections between learning and living.

The academic program focuses on early literacy, the 6 Traits of Writing, and essential mathematical concepts. Art, Music, Dance, Physical Education and Spanish strive to integrate the core subject areas of Reading, Math, Social Studies, and Science into their curriculum standards. The teachers use benchmark assessments such as MAP (Measures of Academic Progress), Running Records, and DIBELS to document student progress and make decisions about differentiating the type, frequency, and style of instruction.

We have achieved strong parental involvement by providing programs such as family literacy nights and Winning Wednesdays, which provide opportunities for families to participate in side-by-side learning with their children. NCES's W.A.L.K. by Example program is partnered with the MUSC lean team to promote healthy lifestyles for our families and faculty. We also have a Parent University. An active and supportive PTA sponsors student incentives and teacher recognitions throughout the school year. We continue to strive to improve home-school relationships and provide support to our parents through partnerships with Communities In Schools, the Department of Mental Health, the local Rotary club, and the local faith community.

Our main focuses are increasing student achievement and improving the rate of student attendance. To address the challenges such as the high mobility of students and historically low scores on the PACT test and to deliver high student achievement, we utilize federal and state money to reduce class sizes, provide technical assistance to teachers, offer Early Childhood programs to 4 year-olds, ensure struggling students receive remediation or extended time, and have on-site community partners to provide assistance to students and their families.

LaTisha Vaughn-Brandon, Principal  
Carol Toman, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	70	37
Percent satisfied with learning environment	66.7%	72.5%	72.2%
Percent satisfied with social and physical environment	78.1%	67.6%	75.7%
Percent satisfied with school-home relations	34.4%	72.5%	81.1%

\* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress	NO
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This school met 7 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	Restructure
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	2.7%		1.8%
Classes in high poverty schools not taught by highly qualified teachers	8.7%		6.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.1%	0.0%	No
Student attendance rate	94.8%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	280	100	43	41.7	15.2	0	22	53.5	48.2	No	Yes
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**Gender**

Male	138	100	44.9	39.3	15.9	0	23.4	47.3	41.7	N/A	N/A
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Female	142	100	41.4	44	14.7	0	20.7	59.9	55	N/A	N/A
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**Racial/Ethnic Group**

White	18	100	44.4	38.9	16.7	0	27.8	77.6	60	I/S	I/S
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African American	235	100	42.9	40.8	16.2	0	21.5	32.1	31.7	No	Yes
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Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	75.1	70.4	I/S	I/S
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Hispanic	24	100	41.7	58.3	0	0	25	41.9	38.4	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73.2	47	I/S	I/S
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**Disability Status**

Disabled	39	100	51.4	24.3	24.3	0	35.1	20.4	16	I/S	I/S
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**Migrant Status**

Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	36.4	38.1	N/A	N/A
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**English Proficiency**

Limited English Proficient	24	100	33.3	66.7	0	0	25	40	36.9	I/S	I/S
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**Socio-Economic Status**

Subsided meals	264	100	42.6	43.1	14.4	0	21.1	33	34	No	Yes
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**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	280	100	54.7	38.6	4.5	2.2	13	49.7	45.8	No	Yes
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**Gender**

Male	138	100	48.6	42.1	5.6	3.7	15.9	49.5	45.6	N/A	N/A
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Female	142	100	60.3	35.3	3.4	0.9	10.3	49.9	45.9	N/A	N/A
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**Racial/Ethnic Group**

White	18	100	33.3	44.4	16.7	5.6	33.3	75.6	59	I/S	I/S
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African American	235	100	57.6	36.6	3.7	2.1	11	26.2	26.9	No	Yes
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Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	78.9	71.3	I/S	I/S
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Hispanic	24	100	50	50	0	0	8.3	40.3	38.1	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	61	46.2	I/S	I/S
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**Disability Status**

Disabled	39	100	45.9	35.1	10.8	8.1	27	20.2	17.1	I/S	I/S
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**Migrant Status**

Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	45.5	32.5	N/A	N/A
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**English Proficiency**

Limited English Proficient	24	100	50	50	0	0	8.3	40.1	38.7	I/S	I/S
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**Socio-Economic Status**

Subsided meals	264	100	56.5	38.3	3.8	1.4	11.5	28.3	31.4	No	Yes
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\* Adj - Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	191	100	68.2	23.2	6.6	2	8.6	39.2	35.7	94.8	96
Gender											
Male	92	100	61.4	27.1	8.6	2.9	11.4	40.8	37.4	94.7	95.8
Female	99	100	74.1	19.8	4.9	1.2	6.2	37.6	33.8	94.9	96.1
Racial/Ethnic Group											
White	12	100	33.3	25	25	16.7	41.7	66.4	49.2	93.8	96.1
African American	165	100	71.8	22.9	4.6	0.8	5.3	15.3	17	94.7	95.8
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	63.5	58	96	97.3
Hispanic	11	100	66.7	16.7	16.7	0	16.7	26	24.9	96	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	37.4	93.5	95.7
Disability Status											
Disabled	26	100	60	20	12	8	20	16.6	14	95.3	94.7
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	98.6	96.2
English Proficiency											
Limited English Proficient	13	100	57.1	28.6	14.3	0	14.3	26.5	24.4	95.8	96.3
Socio-Economic Status											
Subsided meals	179	100	71.2	22.3	4.3	2.2	6.5	17.1	21.1	94.7	95.5

Social Studies											
All Students	188	100	60.8	35.1	4.1	0	4.1	40.2	34	94.8	96
Gender											
Male	99	100	55.3	38.2	6.6	0	6.6	42	36.6	94.7	95.8
Female	89	100	66.7	31.9	1.4	0	1.4	38.3	31.3	94.9	96.1
Racial/Ethnic Group											
White	12	100	58.3	33.3	8.3	0	8.3	63.3	44.5	93.8	96.1
African American	155	100	61.6	34.4	4	0	4	19.1	19.1	94.7	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	74.3	58.9	96	97.3
Hispanic	20	100	50	50	0	0	0	29.3	27.5	96	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	32.7	93.5	95.7
Disability Status											
Disabled	25	100	33.3	54.2	12.5	0	12.5	18.2	14.4	95.3	94.7
Migrant Status											
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	98.6	96.2
English Proficiency											
Limited English Proficient	19	100	60	40	0	0	0	31.9	27.3	95.8	96.3
Socio-Economic Status											
Subsided meals	178	100	62.1	33.6	4.3	0	4.3	20.1	21	94.7	95.5

\* Adj - Adjusted to account for natural variation in performance.

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	71	95.8	41.4	41.4	17.2	0	17.2
	4	100	98	41	50.6	8.4	0	8.4
	5	102	100	45.8	47	6	1.2	7.2
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	74	100	40	28.3	31.7	0	31.7
	4	100	100	40.8	43.4	15.8	0	15.8
	5	106	100	47.1	49.4	3.4	0	3.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	71	100	49.2	47.5	3.3	0	3.3
	4	100	100	37.6	50.6	11.8	0	11.8
	5	102	100	51.8	38.6	8.4	1.2	9.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	74	100	56.7	36.7	1.7	5	6.7
	4	100	100	50	42.1	5.3	2.6	7.9
	5	106	100	57.5	36.8	5.7	0	5.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	37	100	85.7	10.7	3.6	0	3.6
	4	100	100	59	28.9	10.8	1.2	12
	5	53	100	69	28.6	0	2.4	2.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	36	100	75	21.4	3.6	0	3.6
	4	100	100	61.8	28.9	6.6	2.6	9.2
	5	55	100	74.5	14.9	8.5	2.1	10.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	36	100	48.4	41.9	9.7	0	9.7
	4	100	100	37.3	44.6	14.5	3.6	18.1
	5	50	100	75	22.5	2.5	0	2.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	38	100	53.1	40.6	6.3	0	6.3
	4	99	100	56.6	40.8	2.6	0	2.6
	5	51	100	75	20	5	0	5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

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N/R--Not Reported

I/S--Insufficient Sample